



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success



Indiana Academic Standards English Language Arts Vertical Articulation: Grades 6-12



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Introduction

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school-level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards could not have been developed without the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. The Indiana Department of Education (IDOE) acknowledges the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

Reading: *Literature*

RL.1: LEARNING OUTCOME FOR READING LITERATURE
Read and comprehend a variety of literature independently and proficiently

GRADE 6	GRADE 7	GRADE 8	GRADES 9-10	GRADES 11-12
6.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	7.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	8.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	9-10.RL.1: Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	11-12.RL.1: Read a variety of literature within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

RL.2: KEY IDEAS AND TEXTUAL SUPPORT
Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

6.RL.2.1: Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.	7.RL.2.1: Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.	8.RL.2.1: Analyze what a text says explicitly as well as draw inferences from the text through strong and supportive textual evidence.	9-10.RL.2.1: Analyze what a text says both explicitly and implicitly as well as inferences and interpretations through citing strong and thorough textual evidence.	11-12.RL.2.1: Analyze what a text says explicitly and implicitly as well as inferences and interpretations drawn from the text through citing textual evidence determining where the text leaves matters uncertain.
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6.RL.2.2: Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.	7.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	8.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.	9-10.RL.2.2: Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details.	11-12.RL.2.2: Compare and contrast the development of similar themes across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.
6.RL.2.3: Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.	7.RL.2.3: Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).	8.RL.2.3: Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	9-10.RL.2.3: Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	11-12.RL.2.3: Analyze how the author's choices impact character development over the course of a text (e.g. how the characters are introduced and developed).
6.RL.2.4: Students are expected to build upon and continue applying concepts learned previously. <i>Grade of Mastery: 2 Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not and why.</i>	7.RL.2.4: Students are expected to build upon and continue applying concepts learned previously.	8.RL.2.4: Students are expected to build upon and continue applying concepts learned previously.	9-10.RL.2.4: Students are expected to build upon and continue applying concepts learned previously.	11-12.RL.2.4: Students are expected to build upon and continue applying concepts learned previously.
<p align="center">RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION</p> <p align="center">Build comprehension and appreciation of literature, using knowledge of literary structure, and point of view</p>				

6.RL.3.1: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.	7.RL.3.1: Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.	8.RL.3.1: Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.	9-10.RL.3.1: Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes) and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.	11-12.RL.3.1: Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall meaning and effect of a work.
6.RL.3.2: Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.	7.RL.3.2: Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	8.RL.3.2: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	9-10.RL.3.2: Analyze how the author creates such effects as suspense or humor through differences in the perspective of the characters and the reader (e.g., created through the use of dramatic irony).	11-12.RL.3.2: Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the perspectives.
<p align="center">RL.4: SYNTHESIS AND CONNECTION OF IDEAS</p> <p align="center">Build comprehension and appreciation of literary elements and themes and analyze how sensory tools impact meaning</p>				
6.RL.4.1: Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text with what they perceive when they listen or watch.	7.RL.4.1: Compare and contrast a written story, play or poem with its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in film).	8.RL.4.1: Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	9-10.RL.4.1: Evaluate the extent to which multiple interpretations of a story, play, or poem stay faithful to or departs from the text or script.	11-12.RL.4.1: Analyze multiple interpretations or adaptations of a story and evaluate the extent to which multiple interpretations of a story, play, or poem stay faithful to or departs from the text or script, and analyze the impact of the interpretations on the audience.

6.RL.4.2: Compare and contrast works of literature in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	7.RL.4.2: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	8.RL.4.2: Analyze how works of literature draw on and transform earlier texts.	9-10.RL.4.2: Analyze and evaluate how works of literary or cultural significance draw on and use allusions, archetypes, symbols and allegories from myths, traditional stories, or religious works, including how the material is rendered new.	11-12.RL.4.2: Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.
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Reading: Nonfiction

RN.1: LEARNING OUTCOME FOR READING NONFICTION
Read and comprehend a variety of nonfiction independently and proficiently

GRADE 6	GRADE 7	GRADE 8	GRADES 9-10	GRADES 11-12
6.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	7.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	8.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	9-10.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	11-12.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

RN.2: KEY IDEAS AND TEXTUAL SUPPORT
Extract and conduct meaning from nonfiction texts using a range of comprehension skills

6.RN.2.1: Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.	7.RN.2.1: Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.	8.RN.2.1: Analyze what a text says explicitly as well as draw inferences from the text through strong and supportive textual evidence.	9-10.RN.2.1: Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence.	11-12.RN.2.1: Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis.
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6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	7.RN.2.2: Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	8.RN.2.2: Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	9-10.RN.2.2: Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.	11-12.RN.2.2: Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea.
6.RN.2.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	7.RN.2.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	8.RN.2.3: Analyze how a text makes connections and distinctions among individuals, events, and ideas.	9-10.RN.2.3: Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.	11-12.RN.2.3: Analyze a complex set of ideas or sequence of events and explain how specific, ideas, events, and individuals develop throughout the text.
<p align="center">RN.3: STRUCTURAL ELEMENTS AND ORGANIZATION</p> <p align="center">Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective</p>				
<p>6.RN.3.1: Students are expected to continue building upon and applying concepts learned previously.</p> <p>Grade of Mastery: 5 <i>Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.</i></p>	7.RN.3.1: Students should continue to build upon and continue applying concepts learned previously.	8.RN.3.1: Students are expected to build upon and continue applying concepts learned previously.	9-10.RN.3.1: Students are expected to build upon and continue applying concepts learned previously.	11-12.RN.3.1: Students are expected to build upon and continue applying concepts learned previously.

6.RN.3.2: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	7.RN.3.2: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	8.RN.3.2: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	9-10.RN.3.2: Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	11-12.RN.3.2: Analyze and evaluate the effectiveness of the structure an author uses in an argument including whether the structure makes points that are clear and convincing.
6.RN.3.3: Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.	7.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.	8.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	9-10.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	11-12.RN.3.3: Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g. appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims) and analyzing how style and content contribute to the power and persuasiveness of the text.
<p align="center">RN.4: CONNECTION OF IDEAS</p> <p align="center">Build understanding of nonfiction texts by verifying points and making connections between topics and ideas</p>				
6.RN.4.1: Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.	7.RN.4.1: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.	8.RN.4.1: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	9-10.RN.4.1: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	11-12.RN.4.1: Delineate and evaluate the arguments and specific claims in U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning.

6.RN.4.2: Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.	7.RN.4.2: Compare and contrast a print or digital text with an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	8.RN.4.2: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	9-10.RN.4.2: Analyze various accounts of a subject told in different mediums examining the differences among the various accounts.	11-12.RN.4.2: Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.
6.RN.4.3: Compare and contrast one author's presentation of events with that of another.	7.RN.4.3: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	8.RN.4.3: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	9-10.RN.4.3: Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.	11-12.RN.4.3: Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.

Reading: Vocabulary

RV.1: LEARNING OUTCOMES FOR READING VOCABULARY

Build and apply vocabulary using various strategies and sources

GRADE 6	GRADE 7	GRADE 8	GRADES 9-10	GRADES 11-12
6.RV.1: Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	7.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	9-10.RV.1: Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	11-12.RV.1: Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RV.2: VOCABULARY BUILDING

Use strategies to determine and clarify words and understand their relationship

6.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	7.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	8.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	9-10.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	11-12.RV.2.1: Use context to determine or clarify the meaning of words and phrases.
6.RV.2.2: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	7.RV.2.2: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	8.RV.2.2: Students are expected to build upon and continue applying concepts learned previously.	9-10.RV.2.2: Students are expected to build upon and continue applying concepts learned previously.	11-12.RV.2.2: Students are expected to build upon and continue applying concepts learned previously.

6.RV.2.3: Distinguish among the connotations of words with similar denotations.	7.RV.2.3: Distinguish among the connotations of words with similar denotations.	8.RV.2.3: Distinguish among the connotations of words with similar denotations.	9-10.RV.2.3: Analyze nuances in the meaning of words with similar denotations.	11-12.RV.2.3: Analyze nuances in the meaning of words with similar denotations.
6.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	7.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).	8.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	9-10.RV.2.4: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	11-12.RV.2.4: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
6.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	7.RV.2.5: Consult general and specialized reference materials, both print and digital (e.g., dictionary, thesaurus, style guide), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	8.RV.2.5: Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	9-10.RV.2.5: Select appropriate general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.	11-12.RV.2.5: Select appropriate general and specialized reference materials, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.
<p align="center">RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS</p> <p align="center">Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meaning of words and their uses</p>				
6.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	7.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g.,	8.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including	9-10.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone,	11-12.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative and denotative meanings; analyze the cumulative impact of specific word choices

	alliteration) on or within a story, poem, or play.	analogies or allusions to other texts.	including words with multiple meanings.	(e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
6.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.	7.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	8.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	9-10.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.	11-12.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
6.RV.3.3: Interpret figures of speech (e.g., personification) in context.	7.RV.3.3: Interpret figures of speech (e.g., allusions) in context.	8.RV.3.3: Interpret figures of speech (e.g., verbal irony, puns) in context.	9-10.RV.3.3: Interpret figures of speech in context and analyze their role in the text.	11-12.RV.3.3: Interpret figures of speech in context and analyze their role in the text.

Reading: <i>WRITING</i>				
W.1: LEARNING OUTCOME FOR WRITING Write effectively for a variety of tasks, purposes, and audiences				
GRADE 6	GRADE 7	GRADE 8	GRADES 9-10	GRADE 11-12
6.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	7.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	8.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	9-10.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	11-12.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
W.2: HANDWRITING Demonstrate the ability to write legibly				
6.W.2.1: Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 4 <i>Write legibly in print or cursive, forming letters and words that can be read by others.</i>	7.W.2: Students are expected to build upon and continue applying concepts learned previously.	8.W.2: Students are expected to build upon and continue applying concepts learned previously.	9-10.W.2: Students are expected to build upon and continue applying concepts learned previously.	11-12.W.2: Students are expected to build upon and continue applying concepts learned previously.
W.3: WRITING GENRES Develop writing skills by writing for different purposes and to specific audiences or people				

<p>6.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> a. Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect. b. Use an organizational structure to group related ideas that support the argument. c. Support claim(s) with clear and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. d. Establish and maintain a consistent style and tone appropriate to purpose and audience. e. Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons. f. Provide a concluding statement or section 	<p>7.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Establish and maintain a consistent style and tone appropriate to purpose and audience. d. Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence. e. Provide a concluding statement or section that follows from and 	<p>8.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a consistent style and tone appropriate to purpose and audience. e. Provide a concluding statement or section 	<p>9-10.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> a. Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. c. Use rhetorical strategies to enhance the effectiveness of the claim. d. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. e. Use effective transitions to link the major sections of the text, create cohesion, 	<p>11-12.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> a. Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Use rhetorical strategies to enhance the effectiveness of the claim. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
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that follows from the argument presented.	supports the argument presented.	that follows from and supports the argument presented.	and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. f. Establish and maintain a consistent style and tone appropriate to purpose and audience. g. Provide a concluding statement or section that follows from and supports the argument presented.	d. Use effective and varied transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a consistent style and tone appropriate to purpose and audience. f. Provide a concluding statement or section that follows from and supports the argument presented.
6.W.3.2: Write informative compositions in a variety of forms that – a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and	7.W.3.2: Write informative compositions in a variety of forms that – a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using	8.W.3.2: Write informative compositions in a variety of forms that – a. Introduce a topic clearly, previewing that is to follow; organize ideas, concepts, and information into	9-10.W.3.2: Write informative compositions on a variety of topics that– a. Introduce a topic; organize complex ideas, concepts, and information to make important	11-12.W.3.2: Write informative compositions on a variety of topics that – a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which

<p>classification.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>e. Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>f. Establish and maintain a style appropriate to purpose and</p>	<p>strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>e. Establish and maintain a style</p>	<p>broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>e. Establish and maintain a style</p>	<p>connections and distinctions.</p> <p>b. Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.</p> <p>e. Establish and maintain a style</p>	<p>precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Utilizing credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Choose language, content-specific</p>
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<p>audience.</p> <p>g. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>appropriate to purpose and audience.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>appropriate to the purpose and audience.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>appropriate to the purpose and audience.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.</p> <p>e. Establish and maintain a style appropriate to the purpose and audience.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<p>6.W.3.3: Write narrative compositions in a variety of forms that –</p> <p>a. Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce</p>	<p>7.W.3.3: Write narrative compositions in a variety of forms that –</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p>	<p>8.W.3.3: Write narrative compositions in a variety of forms that –</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p>	<p>9-10.W.3.3: Write narrative compositions in a variety of forms that–</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of</p>	<p>11-12.W.3.3: Write narrative compositions in a variety of forms that –</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or</p>

<p>the narrator and/or characters).</p> <p>b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide an ending that follows from the narrated experiences or events.</p>	<p>b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide an ending that follows from and reflects on the narrated experiences or events.</p>	<p>b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide an ending that follows from and reflects on the narrated experiences or events.</p>	<p>view, and introducing a narrator and/or characters.</p> <p>b. Create a smooth progression of experiences or events.</p> <p>c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.</p> <p>d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>f. Provide an ending that follows from and reflects on what is experienced, observed, or resolved</p>	<p>multiple point(s) of view, and introducing a narrator and/or characters.</p> <p>b. Create a smooth progression of experiences or events.</p> <p>c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.</p> <p>d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events,</p>
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			over the course of the narrative.	setting, and/or characters. f. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<p align="center">W.4: THE WRITING PROCESS</p> <p align="center">Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</p>				
<p>6.W.4: Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative –</p> <ul style="list-style-type: none"> a. Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. b. Use technology to interact and collaborate with others to generate, 	<p>7.W.4: Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative –</p> <ul style="list-style-type: none"> a. Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. b. Use technology to interact and collaborate with others to generate, 	<p>8.W.4: Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative –</p> <ul style="list-style-type: none"> a. Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. b. Use technology to interact and collaborate with others to generate, 	<p>9-10.W.4: Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative -</p> <ul style="list-style-type: none"> a. Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. b. Use technology to generate, produce, 	<p>11-12.W.4: Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative -</p> <ul style="list-style-type: none"> a. Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. b. Use technology to generate, produce,

produce, and publish writing.	produce, and publish writing and link to sources.	produce, and publish writing and present information and ideas efficiently.	publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia) c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.	publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
<p align="center">W.5: THE RESEARCH PROCESS</p> <p align="center">Build knowledge about the research process and the topic under study by conducting short research</p>				
6.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate a research	7.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.	8.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.	9-10.W.5: Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.	11-12.W.5: Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.

<p>question (e.g., In what ways did Madame Walker influence Indiana society?).</p> <p>b. Gather relevant information from multiple sources, and annotate sources.</p> <p>c. Assess the credibility of each source.</p> <p>d. Quote or paraphrase the information and conclusions of others.</p> <p>e. Avoid plagiarism and provide basic bibliographic information for sources.</p> <p>f. Present information, choosing from a variety of formats.</p>	<p>a. Formulate a research question.</p> <p>b. Gather relevant information from multiple sources, using search terms effectively, and annotate sources.</p> <p>c. Assess the credibility and accuracy of each source.</p> <p>d. Quote or paraphrase the information and conclusions of others.</p> <p>e. Avoid plagiarism and follow a standard format for citation.</p> <p>f. Present information, choosing from a variety of formats</p>	<p>a. Formulate a research question.</p> <p>b. Gather relevant information from multiple sources, using search terms effectively, and annotate sources.</p> <p>c. Assess the credibility and accuracy of each source.</p> <p>d. Quote or paraphrase the information and conclusions of others.</p> <p>e. Avoid plagiarism and follow a standard format for citation.</p> <p>f. Present information, choosing from a variety of formats.</p>	<p>a. Formulate an inquiry question, and refine and narrow the focus as research evolves.</p> <p>b. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.</p> <p>c. Assess the usefulness of each source in answering the research question.</p> <p>d. Synthesize and integrate information into the text selectively to maintain the flow of ideas.</p> <p>e. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.</p> <p>f. Present information, choosing from a variety of formats.</p>	<p>a. Formulate an inquiry question, and refine and narrow the focus as research evolves.</p> <p>b. Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.</p> <p>c. Assess the strengths and limitations of each source in terms of the task, purpose, and audience.</p> <p>d. Synthesize and integrate information into the text selectively to maintain the flow of ideas.</p> <p>e. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.</p> <p>f. Present information, choosing from a variety of formats.</p>
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W.6: CONVENTIONS OF STANDARD ENGLISH

6.W.6.1: Demonstrate command of English grammar and usage, focusing on:	7.W.6.1: Demonstrate command of English grammar and usage, focusing on:	8.W.6.1: Demonstrate command of English grammar and usage, focusing on:	9-10.W.6.1: Demonstrate command of English grammar and usage, focusing on:	11-12.W.6.1: Demonstrate command of English grammar and usage, focusing on:
6.W.6.1A: Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).	7.W.6.1A: Pronouns – Students are expected to build upon and continue applying conventions learned previously.	8.W.6.1A: Pronouns – Students are expected to build upon and continue applying conventions learned previously.	9-10.W.6.1A: Pronouns – Students are expected to build upon and continue applying conventions learned previously.	11-12.W.6.1A: Pronouns – Students are expected to build upon and continue applying conventions learned previously.
6.W.6.1B: Verbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 a. <i>Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses</i> a. <i>Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).</i>	7.W.6.1B: Verbs – Recognizing and correcting problems with subject/verb agreement.	8.W.6.1B: Verbs – Explaining the function of verbals (e.g., gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.	9-10.W.6.1B: Verbs – Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.	11-12.W.6.1B: Verbs – Students are expected to build upon and continue applying conventions learned previously.

<p>6.W.6.1C: Adjectives and Adverbs - Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 4 <i>Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.</i></p>	<p>7.W.6.1C: Adjectives and Adverbs - Students are expected to build upon and continue applying conventions learned previously.</p>	<p>8.W.6.1C: Adjectives and Adverbs - Students are expected to build upon and continue applying conventions learned previously.</p>	<p>9-10.W.6.1C: Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.</p>	<p>11-12.W.6.1C: Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.</p>
<p>6.W.6.1D: Phrases and Clauses - Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 5 <i>Writing sentences that include prepositional phrases and explaining their functions in the sentence.</i></p>	<p>7.W.6.1D: Phrases and Clauses - Recognizing and correcting misplaced and dangling modifiers.</p>	<p>8.W.6.1D: Phrases and Clauses - Students are expected to build upon and continue applying conventions learned previously.</p>	<p>9-10.W.6.1D: Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.</p>	<p>11-12.W.6.1D: Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.</p>
<p>6.W.6.1E: Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.</p>	<p>7.W.6.1E: Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for</p>	<p>8.W.6.1E: Usage – Students are expected to build upon and continue applying conventions learned previously.</p>	<p>9-10.W.6.1E: Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.</p>	<p>11-12.W.6.1E: Usage – Students are expected to build upon and continue applying conventions learned previously.</p>

	meaning, reader interest, and style.			
6.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	7.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	8.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	9-10.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	11-12.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
6.W.6.2A: Capitalization – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 <i>Applying correct usage of capitalization in writing.</i>	7.W.6.2A: Capitalization – Students are expected to build upon and continue applying conventions learned previously.	8.W.6.2A: Capitalization – Students are expected to build upon and continue applying conventions learned previously.	9-10.W.6.2A: Capitalization – Students are expected to build upon and continue applying conventions learned previously.	11-12.W.6.2A: Capitalization – Students are expected to build upon and continue applying conventions learned previously.
6.W.6.2B: Punctuation – a. Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Using semicolons to connect main clauses and colons to introduce a list or quotation.	7.W.6.2B: Punctuation – Using commas with subordinate clauses.	8.W.6.2B: Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission.	9-10.W.6.2B: Punctuation – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.	11-12.W.6.2B: Punctuation – Students are expected to build upon and continue applying conventions learned previously.
6.W.6.2C: Spelling – Students are expected to	7.W.6.2C: Spelling –	8.W.6.2C: Spelling – Students are expected to	9-10.W.6.2C: Spelling – Students are expected to	11-12.W.6.2C: Spelling – Students are expected to



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Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

build upon and continue applying conventions learned previously. Grade of Mastery: 5 <i>Applying correct spelling patterns and generalizations in writing.</i>	Students are expected to build upon and continue applying conventions learned previously.	build upon and continue applying conventions learned previously.	build upon and continue applying conventions learned previously.	build upon and continue applying conventions learned previously.
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SPEAKING AND LISTENING

SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING
Develop and apply effective communication skills through speaking and active listening

GRADE 6	GRADE 7	GRADE 8	GRADES 9-10	GRADE 11-12
6.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	7.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	8.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	9-10.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	11-12.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
<p align="center">SL.2: DISCUSSION AND COLLABORATION</p> <p align="center">Develop and apply reciprocal communication skills by participating in a range of collaborative discussions</p>				
6.SL.2.1: Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	7.SL.2.1: Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	8.SL.2.1: Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	9-10.SL.2.1: Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.	11-12.SL.2.1: Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
6.SL.2.2: Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	7.SL.2.2: Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	8.SL.2.2: Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	9-10.SL.2.2: Examine, analyze, and reflect on ideas under discussion, by providing textual evidence in order to support or refute those ideas.	11-12.SL.2.2: Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
6.SL.2.3: Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as	7.SL.2.3: Follow rules for considerate discussions, track progress toward specific goals and deadlines, and	8.SL.2.3: Follow rules for considerate discussions and decision-making, track	9-10.SL.2.3: Work with peers to establish norms for collegial discussions and decision-making, set clear	11-12.SL.2.3: Work with peers to promote collegial discussions and decision-making, set clear

needed.	define individual roles as needed.	progress toward specific goals and deadlines, and define individual roles as needed.	goals and deadlines, and individual roles as needed.	goals and deadlines, and establish individual roles as needed.
6.SL.2.4: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	7.SL.2.4: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	8.SL.2.4: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	9-10.SL.2.4: Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	11-12.SL.2.4: Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
6.SL.2.5: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	7.SL.2.5: Acknowledge new information expressed by others, and consider it in relation to one's own views.	8.SL.2.5: Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.	9-10.SL.2.5: Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.	11-12.SL.2.5: Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.
<p align="center">SL.3: COMPREHENSION</p> <p align="center">Develop and apply active listening and interpretation skills using various strategies</p>				
6.SL.3.1: Interpret information presented in diverse media	7.SL.3.1: Analyze the main ideas and supporting details	8.SL.3.1: Analyze the purpose of information	9-10.SL.3.1: Analyze multiple sources of information	11-12.SL.3.1: Synthesize multiple sources of

and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	presented in diverse media and formats while evaluating the credibility and accuracy of each source.	information presented in diverse media and formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and accounting for any discrepancies among the data.
6.SL.3.2: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	7.SL.3.2: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence.	8.SL.3.2: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	9-10.SL.3.2: Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.	11-12.SL.3.2: Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone.
<p align="center">SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS Develop and apply the skills to communicate ideas effectively in a variety of situations</p>				
6.SL.4.1: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; using appropriate eye contact, adequate volume, and clear pronunciation.	7.SL.4.1: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	8.SL.4.1: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	9-10.SL.4.1: Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.	11-12.SL.4.1: Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, address opposing perspectives, ensuring the organization, development, substance, and

				style are appropriate to purpose, and audience.
6.SL.4.2: Create engaging presentations that include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.	7.SL.4.2: Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.	8.SL.4.2: Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.	9-10.SL.4.2: Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to enhance audience understanding of findings, reasoning, and evidence.	11-12.SL.4.2: Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance audience understanding of findings, reasoning, and evidence.
6.SL.4.3: Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2 <i>Give and follow multi-step directions.</i>	7.SL.4.3: Students are expected to build upon and continue applying concepts learned previously.	8.SL.4.3: Students are expected to build upon and continue applying concepts learned previously.	9-10.SL.4.3: Students are expected to build upon and continue applying concepts learned previously	11-12.SL.4.3: Students are expected to build upon and continue applying concepts learned previously.

MEDIA LITERACY

ML.1: LEARNING OUTCOME FOR MEDIA LITERACY **Develop an understanding of media and the roles and purposes of media**

GRADE 6	GRADE 7	GRADE 8	GRADES 9-10	GRADES 11-12
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6.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	7.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	8.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	9-10.ML.1: Critically analyze information found in a variety of mediums used to persuade, inform, entertain, and transmit culture.	11-12.ML.1: Critically analyze information found in electronic, print, and mass media used to entertain and transmit culture.
<p align="center">ML.2: MEDIA LITERACY</p> <p align="center">Recognize the purpose of media and the ways in which media can have influences</p>				
GRADE 6	GRADE 7	GRADE 8	GRADES 9-10	GRADES 11-12
6.ML.2.1: Use evidence to evaluate the accuracy of information presented in multiple media messages.	7.ML.2.1: Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.	8.ML.2.1: Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.	9-10.ML.2.1: Analyze bias in media through the inclusion or exclusion of information and reliability of the source from visual and verbal messages to achieve a desired result.	11-12.ML.2.1: Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.
6.ML.2.2: Identify the target audience of a particular media message, using the context of the message (e.g., where it is placed, when it runs, etc.).	7.ML.2.2: Analyze the ways that the media use words and images to attract the public's attention.	8.ML.2.2: Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.	9-10.ML.2.2: Analyze and interpret the changing role of the media in focusing the public's attention on events and informing their opinions on issues.	11-12.ML.2.2: Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.